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CANADIAN CAMPING

April 1964, TORONTO; CANADA

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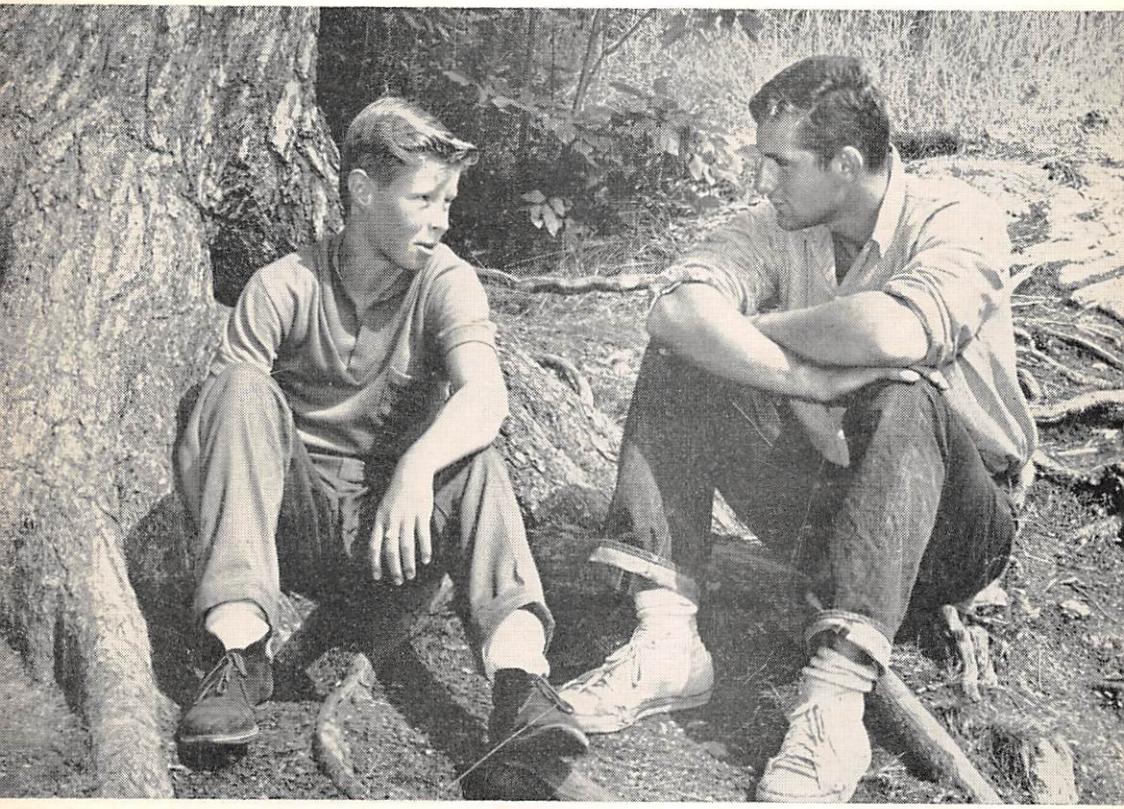

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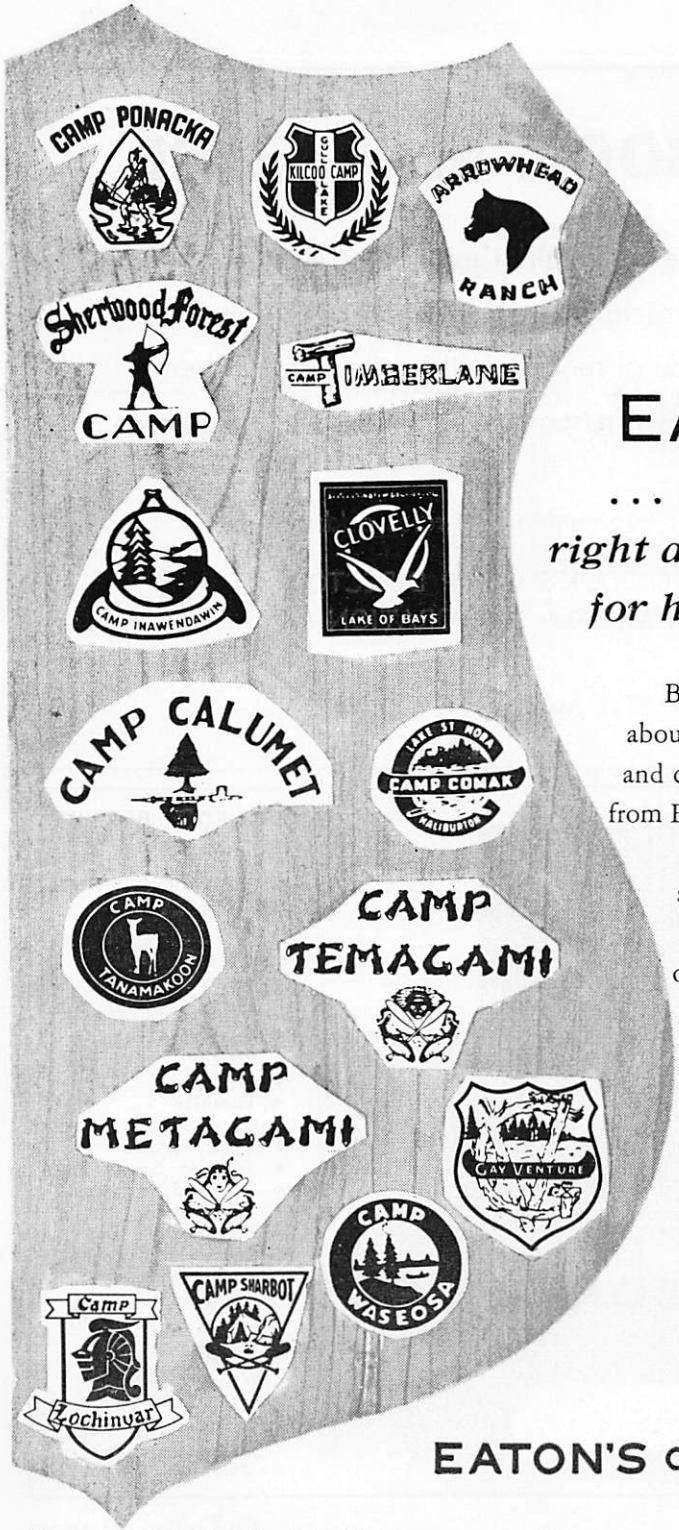

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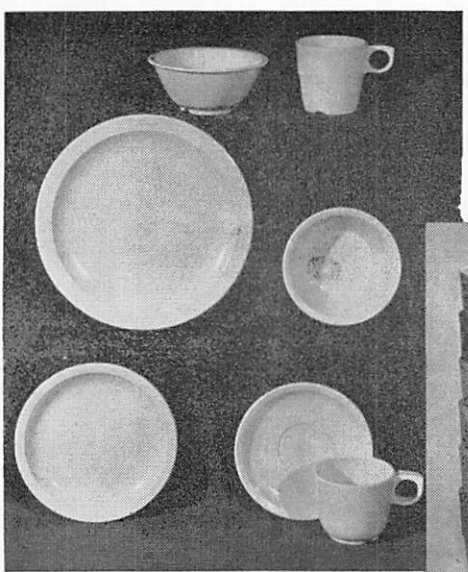

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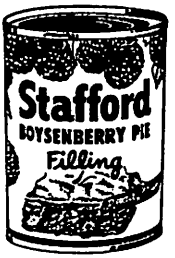

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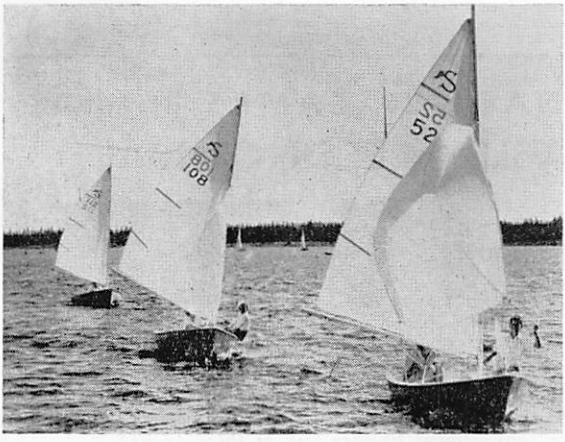

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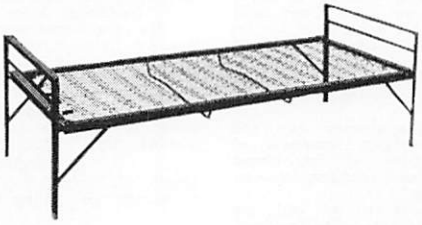

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LEADERSHIP --- A Major Dimension in Camp Effectiveness

by Hedley G. Dimock,
Centre for Human Relations
and Community Studies,
Sir George Williams University, Montreal

As presented at the 7th Annual Camp Directors' Seminar,
Alberta Camping Association, Feb. 5-8 1964

Groups are a powerful force in developing an individual's social skill and determining his success and happiness in life. Through the group experience that camps offer, an individual may meet many of his psychological needs, develop behaviour skills which contribute to his good mental health, learn social skills including those of democratic decision making, and acquire the norms and customs of his society. Through group membership some modification of his behaviour and attitudes will take place. As an individual tries out various forms of behaviour in his group he is able to work. out an accurate and realistic concept of himself and develop the flexible behaviour that will result in a well-adjusted person who is successful in his relations with others. A major dimension affecting the growth of the group and its influence on the members is the l e a d e r s h i p provided by the counsellor.

Nearly everyone in camping has ideas about what the characteristics of successful counsellors are and how these counsellors can be motivated to do their best work. In the past twenty years, research in camping and the social sciences has shed a great deal of light on qualities of effective leadership and the conditions encouraging the full use of leadership potential.

It is popular belief that a person is a successful leader because of certain personality traits or leadership qualities which he has and which other people do not have. Some people believe that these men are born with qualities for great leadership and will be leaders regardless of what enterprises they undertake. Hence, it used to be a common practice for camps to take campus or athletic leaders to camp with the expectation that they would be successful staff.

The early studies of leadership therefore attempted to identify the characteristics of leaders. If these characteristics could be identified, then real leaders could be singled out and put to work improving the productivity of groups. The studies of the personality of leaders have been disappointing as they have failed to find any consistent pattern which distinguishes l e a d e r s from non-leaders. This research led to the conclusion that leaders do not have particular personalities or traits, identifiable at this time, that separate them from other people. The "leaders are born" theory of leadership has been abandoned because of lack of scientific support. The theory most widely accepted by social scientists sees leadership as a function of the situation as it interacts with the personalities of the members, and their needs or tasks. Leaders have certain personality traits that likely increase the probability of their taking on leadership functions, but their success as a leader is largely dependent upon the situation.

A person who is a leader in one situation may not be a leader in another, and a person who gives leadership to one group may not be a leader in a different group. Joe may be the person in the group most able to lead them on a hike, but Bill is the most able to organize a skit night. The campus athlete may be scared of the woods or find it hard to be patient with rowdy ten-year-olds.

During the second world war the O.S.S. ran an extensive programme to help them locate potential undercover agents for espionage work, and since the war the U.S. Navy has carried out numerous leadership studies at Ohio State University and elsewhere. These studies have supported the conclusion that people who are leaders in one situation may not be leaders in another. Although there are certain characteristics and behaviour patterns that enable a person to take leadership more successfully, these in themselves are no guarantee of leadership. Those who give leadership in one situation may or may not give leadership in another but, in any case, their leadership potential is more related to their social experiences than to the characteristics with which they were born.

Leadership is best defined as "doing something that helps solve a problem or accomplish an objective." A group's objective may be the achievement of some specific goal (task) or maintaining and developing itself as a group (group building). The counsellor or campers perform leadership functions by helping the group in one or both of these two areas; however, some individuals who do not contribute task or group building functions may also influence the behaviour of the group. If such an individual is well accepted by the group or the group is in an excited state, his behaviour may be contagious. The situation in which a group finds itself determines to some extent what leadership acts will be needed at any given time and who among the members will perform them. Any member who helps the group achieve its goals, or influences the behaviour of the group, is a "leader". Most members are leaders of the group at one time or another, hence, we must study a corps of leaders and differentiate among members according to the amount of leadership they contribute to the group. In some groups the organization and structure may be such that members expect one person to give leadership and he may, therefore, stand head and shoulders above the others as leader. For our purpose, we should think of leaders as those members in a specific group situation who provide a large share of the leadership acts.

Some Characteristics of Leaders

Every individual of a group is more or less a leader in that he affects the behaviour of the group, but some individuals tend to lead more frequently than others. Research has turned up some characteristics which may make certain individuals especially prone to giving leadership to a group, and these are the ones camps want as counsellors.

In youth groups, physical size has some relation to leadership potential, and it is likely that this is related to athletic success where size is an important factor. In adult groups, size (height or weight) does not appear related to leadership acts. Members most active in leadership roles generally have more energy (and likely better physical health), and are more tidy and attractive in appearance than the other members of the group. "Leaders" usually have slightly greater personal capacity such as intelligence, insight, fluency of speech, initiative, ambition, soundness of judgment and originality.

In an extensive study of high school basketball teams and several other adult

turn to page 126

Teamwork and Staff Relations

by W. J. Eastaugh,
Assistant Director, Camp Ahmek.

If the remarks in this article appear at times to stray from the subject "Teamwork and Staff Relations" blame it on bias. This topic encompasses such a wide range of camping that it has proven difficult to narrow the discussion. It is inconceivable today that a director of a dynamic enterprise like a camp would operate without involving the staff in the areas presented here. If the campers are to participate in a programme designed to foster mental, physical and spiritual growth, they must be led by a staff trained and knowledgeable in the concepts and processes which will provide an atmosphere in which these goals may be realized. Unless the director of the camp challenges the staff to participate in the development of policies and practices necessary to create such a climate, the basic aims of the camp will go unrealized. The camp director knows what the goals are, but if the staff is to adopt them they must have an opportunity to examine and understand them. The camp director believes the staff is capable of leading the campers. He must also believe they are capable of and interested in developing the means of achieving the best results. He doesn't compromise. He accepts the total responsibility for the actions of his staff. He can do this because he has faith in the staff he has selected. It is this solid, unwavering confidence in the ability of the group to reach the best solution to problems related to the camp programme that is the basis of teamwork and staff morale. He must work at making his camp a vital experience year after year, if he wishes to protect his investment.

No aspect of camping is more vital to success than that of staff relationship and teamwork. I suppose every director tells his staff that camp is for the campers. This is true but he should honestly admit that it is also for the staff—and then make sure that the needs of both are met. Happily both groups can enjoy camp simultaneously; but it follows as surely as night the day that if the staff is edgy, unco-operative, ill-informed, suspicious or incompetent, the campers will not have a happy summer. They may return once but unless corrective measures are introduced, repeat enrolments will diminish.

Having fun is a rightful expectation of the staff. Few camps can afford to pay for services in cash—part of the remuneration must come from the satisfactions inherent in being a part of a successful team engaged in a dynamic undertaking.

Frank Discussion

The subject of pay and finances is an important one. The director selects his staff on the basis of maturity and common sense. Might it not serve as a means of establishing a basis for frankness if the camp books were to be opened for inspection? How much harm would it do for the staff of agency camps to know what it costs to operate for the period under question?

Most private camp owners might be pleasantly surprised at the added rapport that would develop when his staff realized that their estimate of profit (for they do calculate) was far in excess of reality. Such a move could pave the way for a dramatic presentation of the importance of the counsellor's job as measured in dollars and cents. Not that monetary considerations are to form the basis of staff relations—simply a possible approach that may be worth exploring.

There is just one more monetary matter for our consideration. The camp policy regarding salaries should be available for staff to examine and it should be possible to defend. The camp director who believes he can prevent his staff from discussing salaries is unrealistic. All camps should, and I believe do, pay what their operation can afford and therefore the calculations which are used to arrive at this amount can often be used as the answer to any criticism. Staff have a right to question the fairness of paying more for the services of a person whose experience, duties, age and skills are the same as one who is paid less. An increase in pay for the second or third summer is a reasonable expectation and should result in a higher rate than a beginner.

Choosing Staff

The selection of staff is an important element in teamwork. Here again a policy needs to be established, a policy that will be understood by the staff and acceptable to them. A camp that includes in its objectives elements of leadership training and character development should naturally provide opportunities for campers to join the staff when they reach the required age and maturity. To deny this opportunity, or to neglect to encourage young campers to aspire to staff status, is tantamount to condemning the quality of the camp programme. When an organization begins to draw its leaders from its own developmental programme it demonstrates that it has the courage of its convictions. These are people the director knows. He has seen them grow and he has a personal interest and investment in their future. This is his reward—many times more valuable than wealth and much more satisfying.

But there is little chance that all staff requirements will come from this source, and really little to recommend it. Good staff people are gems and just as rare. All too often they are rough and unpolished. They await the patient, skillful shaping of a master gemologist—the camp director. The literature is full of suggestions for selecting the right personnel but nowhere is there a foolproof method of locating helpers to suit the personality of a particular director or a particular camp. Money will not buy nor hold key people. Friendship, genuine and sincere, will. Apart from the weak sisters which are weeded out, a certain turnover in staff is inevitable. Young people embark on careers; some relinquish ties with camp; in other instances the association has been retained due to special arrangements.

What to do about the return of a valued ex-staffer poses a problem. Since experienced help is always an asset, most camp directors welcome such people. But what does this do for the current crop of eager beavers? It seems to me that the only fair and safe way to re-engage these ex-staffers is in some capacity other than their original jobs if they are already being filled. Staff friction could be detrimental and offset the advantages of having the old staffer back.

Friendships play an important part in staff relations and in retaining staff,

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Canadian Centenary Journey

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At the request of the Canadian Citizens' Centenary Committee, a committee within the Canadian Camping Association was formed to explore the possibilities of undertaking a centenary project in the form of a Cross-Canada Canoe Trip. They presented their recommendations to the C.C.A. Annual Meeting in 1963 at which time they were asked to continue this study. The results of their deliberations have been presented at this year's Annual Meeting in the form of the following proposal which was enthusiastically endorsed at the meeting. Provincial associations are now forming their committees to share in the planning and carrying forward of the project. If you will lend your support, please get in touch with your provincial association.

* * * *

The first explorers, who charted the coasts of what are now Canada's maritime provinces and sailed up the St. Lawrence River, were deeply impressed by the quality and profusion of the fur-bearing animals that provided the Indians with food and clothing.

The European demand for fur being what it was, a flourishing trade in beaver pelts developed early in the seventeenth century, and helped lay the economic foundation of Canada.

At first, Indian trappers brought their furs to posts at Quebec and other pioneer settlements for trade. Some even acted as middlemen for distant tribes eager to exchange their pelts for knives, blankets and muskets. These Indians traversed the wilderness waterways in the craft they had perfected for the purpose: the birchbark canoe.

However, by the middle of the seventeenth century, the more adventurous Europeans — men of the stamp of Champlain, Dulhut, LaSalle and Le-Verendrye—were pushing rapidly into the interior of the continent, searching for routes to the Orient and enlarging the scope of the fur trade. Like the Indians, they travelled in canoes, and made use of the wonderful system of waterways that led from the coasts to the heart of the strange new land.

Fortunately, though two centuries and more have passed, many of these water routes are still open and navigable. Where civilization has not encroached, ancient portages and camp sites are still in use, as well as shortcuts developed through trial-and-error by Indians and voyageurs.

Because of the importance in Canadian history, therefore, and because they are still open for use and enjoyment, the Canadian Camping Association would like to consider these waterways in terms of a Centenary Project.

Such a project would consist of three major elements:

First, a programme of mapping the routes in their entirety in every province.

Second, a co-ordinated canoeing programme, whereby organized groups of Association members would paddle and portage along these routes, each group within its own province.

Third, a campaign of publicising these first two elements in such a manner that Canadians, and visitors to Canada, will become *aware* of our historic water routes, and will *learn how*

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Counsellors can Help Their Campers

by Elsie K. Palter,
Camp Kawagama

From her presentation on "Behaviour Problems at Camp" at the Ontario Camping Association Conference, March 1963.

We, who are in camping, are very fortunate people. We enjoy the privilege of observing and contributing to the growth and development of the youngsters in our care through the experiences they have in our camps. And probably there is nothing more rewarding in all this than to realize that they have been better able to meet difficulties and shoulder their particular burdens in life because of their life with us at camp.

Any group of children ready for departure for camp give some evidence of their expectations; some look eager and joyful, others withdrawn and subdued and maybe even frightened. For many weeks and even months, parents and campers have been getting ready for this experience—buying and (we hope) marking clothes and sports equipment. In addition to these possessions, our campers bring with them other things which are not so obvious, for which we are not always prepared, and which they themselves may not realize they have. I refer to those "things" which come from their family backgrounds, from their own experiences. Some come laden down with parental expectations— they have been told they must learn to swim, to play the games, to take care of their personal belongings, to get along with others. These burdens can make them anxious and worried if they do not succeed. These are burdens for us too. In addition, the child brings his own burdens, which may also be family engendered. He may bring a need to be outstanding like his brother. In our society today, with emphasis on competition, Little Leagues, high grades in school, admission to college—our children have some real concerns and burdens.

A youngster's basic attitudes and values, and point of view, and his ways of reacting are so much influenced by the experiences he has had in his home, that we must be constantly aware of this factor. When he comes to camp, we recognize that camp is a different experience for a child than is the home experience, and this is as it should be. In our culture, children need to grow out, to grow away or develop more and wider experiences and contacts. Camp life affords this opportunity. We know he needs other kinds of relationships with adults as well as the parent-child relationship. We must be ready to help the child bridge the change from home to camp. Leadership at camp must be warm, understanding, dependable and sympathetic; never domineering, authoritative and nagging.

In order to understand behaviour, let us pause very briefly to consider the Basic Needs by which behaviour is determined. These needs have been listed by numerous psychologists. Here is A. H. Maslow's list, in order from lowest to highest needs:

1. Physiological needs such as hunger, thirst, activity, rest, etc.
2. Safety needs, security, and release from anxiety aroused by threat of various kinds.
3. Love needs including love, affection, acceptance and feeling of belonging in one's relationships with parents, teachers, friends and other social groups.
4. Esteem needs including both self-esteem from mastery and confidence in one's own worth, adequacy, and capacities, and the esteem from social approval.
5. Need for self-actualization through creative self-expression in personal and social achievements; need to feel free to act (within the limits of general social needs), to satisfy one's curiosity, and to understand one's world.

The first four needs here are to a certain extent self-centered. Only when lower order needs are satisfied can higher order needs determine behaviour. "A child who is hungry, insecure, or unloved, whose confidence has been undermined by failures, or who feels disapproved would not be expected to reach this fifth level level; consequently he would not be expected to devote his efforts constructively and creatively to his school tasks and projects. All his energies would be mobilized in his efforts to allay hunger, or to relieve anxiety, or to win love or esteem (but not necessarily by constructive effort)." Research has revealed that love is beyond all question the most important experience in the life of a human being.

Let us now consider the children who come to spend their holidays with us and what we observe about them here. Camp offers a new setting for children and often in one season or over several seasons some problems they are facing can be overcome and new goals and directions achieved by child. The counsellor, who has been carefully selected for his job, because of his objectivity can achieve a relationship which the campers' parents fail to attain. Sometimes the change from home environment to a new situation provides the incentive for more responsible behaviour. Sometimes the close relationships between camper and other campers have a strong impact and serve as the motivating factor. Often, a youngster finds a relationship with some adult in the camp other than his own counsellor whom he respects and to whom he relates so well that this serves as his inspiration.

The atmosphere of camp, in a recreational setting, geared to the fun and pleasure of the camper, helps to relax the child and may make him happier and change his attitude. The acquisition of skills, success in some aspect of the programme, add to his self-esteem and self-confidence. The total broadening experience of camp, its social contacts with different people, better understanding of one's self, all add to the effectiveness of a camp experience.

Because we are dealing with human beings, and there are no perfect campers, we must be ready to accept the children who come into our care. The adjustment of children at camp varies—some defy discipline, some show off, some steal and some withdraw. Our concern here is with some of the normal problems which we meet as counsellors. *Problem campers* need

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ARE YOU TRAINING YOUR STAFF

With Health and Safety in Mind?

by Joy M. Ballard, B.A., M.D.
Camp Brigadoon

Responsibility for the health and safety of children at camp rests on the shoulders of the parents, the camp director, camp doctor and nurse, on the campers themselves to a certain extent, but to a greater extent on the counsellors. Ideally all will co-operate fully; but careful thought must be given by the director to this most vital aspect of camp life, with time set aside during pre-camp to discuss health and safety standards and the reasons for their being.

In view of the fact that counsellors are in closest contact with campers, their role in the maintenance of health cannot be over-emphasized. It is up to the director, working with the medical staff, to train counsellors to be ever on the alert, to watch for and report: fatigue, rashes, pallor, loss of appetite, coughs, sneezes and sniffles, lassitude, irritability, depression, drowsiness or insomnia.

Foremost in importance to the whole camp operation is a complete health history of the child, including past illnesses, operations, allergies (to drugs, medications, foods, stings or insect bites, etc.), emotional problems or difficulties in adjustments. A history of the child's immunization should be included. After being assigned their campers during pre-camp, counsellors should next make it their responsibility to learn from the medical staff what, if any, health problems the campers may have, and find out how they may help in such cases.

From the outset, counsellors must realize that they do not give or take medications of any kind. Medical staff alone has the responsibility for dispensing all medicines and of performing all treatments. Pills, medicines or ointments which are sent in the campers' trunks become the charge of the medical staff immediately. The reason for this is that a child, interested and busy, can easily forget to take his medicine, and the result might be very serious. In similar vein, a young inquisitive child could help himself to pills found in another camper's trunk, with disastrous results. Even the common aspirin can be fatal in large enough doses. Therefore, all medicines are kept under lock and key in the Infirmary; and counsellors instructed that they are not permitted to help themselves to the contents at any time.

From this it is obvious that no camper or counsellor should diagnose or treat himself or anyone else. For example, a headache is a symptom, or

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ANY ZANIES TODAY?

(Definition of Zany — one who, or that which, without whom directing a camp would be *simply insupportable.*)

by Joyce Bertram,
Camp Ouareau, Quebec.

The young camper stood there with a beatific grin on her face. Her friends, panting and hot, steamed up the hill from the archery range in her wake. "Hey look, kids," she shrieked, "root beer!" With cries of delight they crowded about the water cooler, cups at the ready. The dark fizzy liquid bubbled out. There was a moment's respectful silence at the thought of the munificence of a camp which would provide its hot thirsty campers with such ambrosia.

Suddenly shrieks of disgust and horror rang out, mingled with unmistakeable sounds of spitting. One, quicker to recover than her friends, grabbed the lid off the cooler and looked in. "That's not root beer," she exclaimed, "that's Halo shampoo!"

Our first camper, laughing immoderately was streaking off to the comparative safety of the tree-house where only one person at a time could climb the ladder.

At another camp, that same night, a youngster awoke with a cough and rose to fumble about for a box of cough drops. Finding them with some difficulty, she seized a hunting knife with which to pry open the lid. Returning from a safari to the drinking fountain and sucking her forbidden cough drops (some campers eat them like candy you know), she fumbled sleepily for the bedclothes and plunged in without a thought. The night air was rent with shrieks as of the end of the world. The hunting knife, lying forgotten in the middle of the bed, had done its bloody work, on the only soft fleshy part of a twelve year old! It was some time before she could sit comfortably on the eight stitches!

Rest Hour, ordinarily as quiet as a Mexican siesta was suddenly electric with the sound of laughter from the direction of the drinking fountain. Five or six juniors, simply convulsed, were grovelling about on the grass while another hopped about the fountain yelling "Here, you hold him, I'll wash." The counsellor on duty was not long in arriving at the scene. A toad, looking distinctly disgruntled was being held, albeit gingerly, under the stream of water, while several of the others tried vainly, with borrowed washcloths and soap to "wash off the mud, so he'll come green again."

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THE VICE-PRESIDENT'S PAGE

THE ASSOCIATION IN BRITISH COLUMBIA

by Lorne Bowering,
Vice President, C.C.A. British Columbia,
Director, Y.M.C.A. Camp Elphinstone

In this province of small population, widely scattered and diverse communities, abundant and readily accessible outdoor recreational areas, there is little awareness of camping as a resource in the education of young people. The public image of camping is not distinct, and ranges from complete lack of knowledge to hazy concepts of organized sports days, baseball games and hikes or lazy canoe trips through wilderness lakes. By those who do view camping with a broader perspective, attendance is still considered a luxury, one which is readily sacrificed when economic conditions fluctuate. Regular campers usually are second generation products of a small number of long established local camps, or they hail from eastern climes where camping has been more firmly established.

While one hundred camps are licensed each year by the Provincial Government, only forty-two of these are listed in the most recent Camp Directory, and are considered to be firmly established. Of these forty-two, six may be classed as privately owned, twenty-two are related to religious educational institutions, principally Protestant Churches, and the balance are associated with either national youth work organizations or local institutions. The majority of non-private camps are subsidized. A fee of five, ten, twenty and twenty-five dollars per week is the usual fee.

A revival of interest in the B.C. Camping Association is an indication that significant growth is to be expected during the next few years. Concern is being expressed and the attention of camping people is being focused on three major areas: leadership, standards, and the development of an accurate public image.

Study is being directed to find methods which will lead to improved personnel. Effort at relating public educational institutions to the resident camp field have been made, and three programmes sponsored by the Extension Department of the University of British Columbia have been well attended.

The availability of leadership is a problem. The young enthusiastic student of humanities is not always prepared to sacrifice his summer earning period for an indistinct and sometimes juvenile summer experience. High School students constitute the bulk of our leadership, and until methods of operation have been perfected to enable the recruitment of University students, the high school boy or girl will continue to be very important.

The implementation of minimum standards to provide some form of self-regulation is expected before the next summer season. These standards may

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Sermons Under The Sun

ON LEADING WORSHIP

by Margaret Govan
Camp Onawaw

Now-a-days everybody must be trained, with certificates and badges to prove that they are capable of being counsellors or instructors or secrectaries or cooks. But what about leadership in worship?

O, anybody can do that! Choose a prayer: there are lots of books. Read a pretty poem. Tell a story with a moral. And we dare call that worship!

Ask any minister, priest or deaconess and he will tell you that it requires years of devotion, discipline and study to prepare and lead in worship. Even with all this, no service is prepared in a hurry: it costs thought, time and worship on the leader's part.

This does not mean that a layman cannot lead in worship. Very often a sensitive counsellor who knows boys and girls, their feelings, needs and language, can lead in meaningful worship in a way which is quite impossible for a large number of professionally trained perons who are accustomed to dealing with adults in a congregation. But that counsellor must be one who worships himself, to whom God is a reality, approachable, and concerned about human beings. Also there must be planning ahead. As a general rule there should be a sequence for in all worship there is learning too, although occasionally the theme of the service needs to be changed to suit some camp experience.

Does this rule out the practice of having campers take part or assist in the service of worship? Many camps consider that this is one of the places where the camper makes a real contribution. This is only true if the camper works beforehand with a person who is trained and experienced, and who will help him see the purposes and possibilities in and importance of such a service. Also someone who will explain and plan with him in his choice of materials. Again it takes a certain kind of camper, one who can lose himself to the extent that he becomes the voice of the group at worship.

If the director, or one of the section heads or some member of the staff, is incapable of leading in worship — we all must face and accept our limitations —the camp should employ just such a person. Of course he will have other responsibilities. (It would be very sad if campers were to think that religion is separated from other life experiences.) The person must be selected as you would select other staff, possessing the same attributes of leadership that you would expect of other personnel. "But, where do you find such a person?" I can hear directors expostulating. What about church camp staff? And in order to be ethical, let's trade. Most of them would be more than grateful for waterfront men!

PLAN OUTLINE FOR WORSHIP PROGRAMME

OCCASION — *Opening or first worship service of the season*
OBJECTIVES — 1. *to challenge campers with camp aims*
2. *to set tone for the season*
THEME — *Dedication* DURATION — *30 minutes*
FEATURE — *chat by director*

ATMOSPHERE	ARRANGEMENTS	EQUIPMENT
1. Seating or placement	*informally seated in grove*	*nil*
2. Worship centre	*clump of small trees*	*nil*
3. Music	*"Bless This Camp" by singer or instrumentalist*	*instrument, music*
4. Lighting	*natural*	*nil*
5. Other	*representatives of each staff group seated facing assembly*	*white blouses, T-shirts, shorts.*

PROGRAMME ITEM	TIME	EQUIPMENT	RESPONSIBLE
Poem: "When As Trees"	*1 min.*	*book or typed copy*	*chaplain*
Song: "Kum ba yah"	*3 min.*	*song book or nil*	*music counsellor*
Reading: "My Life Shall Touch"	*1 min.*	*book or typed copy*	*previous season camper*
Chat: about interdependence	*15 min.*	*nil*	*director*
Quiet Meditation: "St. Francis prayer"	*2 min.*	*book or typed copy*	*chaplain*
Recessional: Camp Hymn	*3 min.*	*nil*	*chaplain leads group away*

HOW TO PLAN DEVOTIONS

(adapted from the "Hi-Y Devotions Booklet," National Council of Y.M.C.A.'s of Canada, Toronto, 1960)

If our worship is to be suitable to the occasion at hand, and if it is to be effective in bolstering our attempts to achieve our purposes; then considerable care should be taken in their preparation and conduct. To do this we must examine the factors which are involved in the planning of a worship period.

Objective

Prior to any planning, you must determine the specific objectives which the period is to reach. To do this you will have to take into consideration:

—the relation of the worship to the total programme for the occasion. Is it supposed to set the tone for, or act as a climax to conclude the activities?

—the direction of the worship. Is it to be upward-directed (i.e. designed to bring members closer to their Creator) or downward-directed (i.e. designed to instruct members according to God's directives for living)? All worship periods will contain some of both of these elements but one or the other will tend to be dominant.

Theme

When the objectives have been determined, then it is essential to set the theme for the worship programme. The choice of theme will be influenced by the objectives of the occasion. Stories, scriptures, prayers and other items comprising the worship should be chosen according to the theme.

Themes might be specific, such as religious holidays (i.e. Easter, Christmas) or general, such as moral precepts (i.e. honesty, sportsmanship).

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BABY STINKERS!

by Catherine VanWagner,
Camp Nominingue, Que.

It is fun to experiment with keeping animals at camp but only if it is fully understood that it is just for a matter of a few days or weeks. There should never be any question of taking them back to the city.

The first year we had two baby skunks was fun, but by no means exciting just at first. They spent the day curled up together in a wooden box and then, like precocious children, they would wake up and play just as the youngest children were going to bed. On cold days they scratched a cover of dead grass over themselves and on hot days they went underground. In either case they were invisible and a dead loss as far as the campers were concerned.

Some of the boys even doubted that we indeed had skunks at all, so that we were driven to waking them up about 11:00 a.m. for a mid-morning snack. The boys, full of questions, crowded about to help and to gaze with admiration. Miss Muffet and Brother Tuffy had been operated on very early in their career, but the favourite question was "When these two have babies will they be able to spray?" (History does not as yet record.) Muffet and Tuffy themselves did not seem to realize that they were not as other skunks, and many a dog on visitors' day would beat a hasty retreat when faced with two wood pussies, with stamping feet and arching tail.

After "elevenses" our tiny friends would go back to bed for another snooze. Sometimes we put a box over them for protection from rain or sun, but pushing this away soon became a favourite game.

We decided to let them go free, after much heart-searching on the part of all of us. Although their natural defence had been taken away, we reasoned that half-grown skunks would not likely fall prey to owls or foxes, as tiny ones would. We also told ourselves that very few farmers' dogs ever came near the camp. We remembered also that the sight of a skunk standing its ground was usually enough to discourage most natural enemies.

"Freedom Day" arrived and we opened the pen. They ambled out, sniffing and scratching for insects and grasshoppers, and then wandered off into the woods. Tuffy lingered near the cabin for a few days, accepting tidbits and allowing me to scratch her neck, a thing most skunks love. But Miss Muffet never forgot that she was wild. Her experience in the pen had made her suspicious of people and she did not like being touched or picked up. She recognized us one night some months later and came close with a "relaxed tail" but soon went on her way foraging. They seemed to have adapted to the wild life without difficulty.

We noticed small skunk tracks on the beach and roads during the Fall, and as late as November there were marks at

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the entrance to an old woodchuck hole. Perhaps this means that Muffet and Tuffy have a winter bedroom here. Springtime will tell the story.

Are we going to have baby skunks at camp next summer? That depends on a lot of things. One, actually, would be a great deal easier, particularly if it had been handled and bottle-fed for a while. Last summer the babies were already weaned, had each other for company, and therefore were more independent.

But whether we have skunks or not the boys who shared in the upbringing of Muffet and Tuffy will not soon forget. Perhaps Tuffy, himself, will not forget and will return to renew an old friendship. —•

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professional help and it is unwise for a counsellor to attempt to be an amateur psychologist. Each individual is unique in his expression of his needs, and his behaviour is the best means he knows, under the circumstances, to satisfy these needs, despite the fact that this behaviour may not be socially acceptable and gets him into difficulties. The causes are deeply hidden, and great sensitivity and understanding are required in these instances. When the counsellor's attention is drawn to camper problems, he must be ready to share them with the camp director or some other qualified, more experienced member of the staff, so as to understand what is involved, and to discover the best manner in which they can be handled. Something to remember is that the same misbehaviour does not always have the same cause.

The needs of the individual camper can be understood only by a fairly complete picture of the child's background, parental relations, status in family environment, his potentialities, and in the particular group in which he

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Duration

It is a mark of consideration to plan your worship to fit the time schedule of the period of the day. The length of the programme will be determined by the objectives and the content of the programme itself. As a rule, interest and effectiveness are lessened by lengthy worship period.

Feature

Most programmes of any length will have one item in their contents which will be the feature item (e.g. speaker, story, music, ceremony). Once that item has been selected, the remaining items should be chosen and so placed on the programme as to highlight the feature as the climax. As a rule, the latter effect is best achieved by placing the feature item toward the end of the programme.

Atmosphere

Arrangements of seating and decoration (e.g. worship centre); and special effects in music and lighting will add to the effectiveness of the programme. A moment or two of meditation at the beginning of the period will tend to create the "mood" for the programme to follow. Music (live talent or recorded) during this period heightens the atmosphere. Special lighting can be used to direct members' attention to the symbols on the altar or worship centre. As with any gathering attention should be given to comfortable temperatures and sufficient ventilation. Camp offers natural inspirational settings, such as a woodland grove, lake or river front, places set apart and secluded to provide worshipful atmosphere.

Materials and Equipment

Careful planning means listing the materials and equipment that will be needed and then checking to see that everything is in place and on hand when needed during the programme. —•

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finds himself at camp. As much as possible of this information should be available to the counsellor, before the child comes into his cabin group, or his area of camp programme.

The camp programme should be such that each child has an opportunity to gain competency in some aspect of camp life, so that he has a position of belonging and status in his group. Mary makes her contribution through the camp newspaper. Fay is kept busy in the Intermediate Show and Religious Services, and Allan makes progress in swimming. Skills are not an end in themselves, but in the way they contribute to the individual's adjustment. Children's interests differ and camp should respect these differences. In addition, camp must widen the interests to suit each child and help him achieve desirable social practices.

To be a well-adjusted member of a group, one must be ready to accept some of the restrictions and restraints which are essential for group living. The well-balanced person accepts these restraints at their true value and adapts his behaviour intelligently and relatively unemotionally, even 'though he may find them disagreeable and self-limiting. In contrast, the maladjusted individual feels himself incompetent to overcome his problems by such socially approved methods. Consequently, in order to retain his self-respect and position in the group, he may resort to aggressive behaviour or evasive tactics. The "show-off" demands attention to prove his place in the group, another individual may resort to day dreaming. Why does the camper misbehave? There is an excellent pamphlet by Kenneth Doherty, *"Solving Camp Behaviour Problems",* that you might find useful. Under behaviour problems are listed such ones as Defiance to Discipline, Teasing, Quarrelling, and such disturbing behaviour. Children who are deprived of love and acceptance in their homes may manifest their emotional hunger in a variety of ways, ways that are used by other children too who have other types of problems. One cannot diagnose the cause of a behaviour problem or a personality problem from the symptom alone. One must look further. At camp, even if we do not have a full case history, we have some information to alert us to possible causes of deviation, and we should use this information to arrive at some idea of the child's needs and how we should try to help him meet them.

We cannot expect great miracles in one summer — despite the fact that sometimes miracles do occur. We all have observed spectacular positive changes in campers in one season. Sometimes these changes are not noticeable at the time, yet a contact with the child at a later date reveals how much the camping experience had meant to him.

The most troublesome aspect of a counsellor's job is how to be assured of the co-operation of his campers. The word "discipline" describes this requirement, but it is so frequently misused that too many people regard it as a system of punishment to keep control of a situation. On the contrary, to discipline wisely means to get co-operation through understanding, discussions and reasoning. Some time ago my interest was aroused by an article on discipline and the ten rules for a positive approach. I would like to pass these rules on to you.

Ten Rules to Make the Job Easier

1. Be consistent. Don't allow at one time what is forbidden at another.
2. Avoid bribery and making promises you can't keep.
3. Change your decisions only for good reasons, not just to end teasing.
4. Don't "horse trade." "You do this

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—I'll do that." If an action is desirable don't bargain.

5. Punishment should not be humiliating. Once administered it should be forgotten.
6. Don't threaten to withdraw affection. This is as cruel as it is dangerous.
7. If you must punish, make the punishment fit the crime. Let your own—and the child's temper cool; the offense may not be as serious as it first seems.
8. Mean business when you speak. Threats of *future* punishment are not as effective as handling each situation as it comes up.
9. Never postpone punishment. Children's memories are short, delay makes punishment seem unreasonable.
10. Set behaviour goals at a level the child can reach. He much prefers to be good, and is discouraged by too frequent "failures".

Space does not permit consideration of these normal problems of campers in detail. I wish I could give you some set rules for handling each problem you may meet. Unfortunately, there are no such "sure-fire" methods. What we do need to be equipped with, however, is as much information as possible about the child. Then, let us bring with us

1. An attitude towards children as growing, developing young people —an attitude of acceptance of them as individuals, each unique and each needing individual understanding.
2. A real love of working with children, not just with the pretty, appealing little girl or the all-round athlete, but with the clumsy, poorly co-ordinated child and the slow child.

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nature's warning that something is wrong. It may be a forerunner of a more serious illness, or may be due to too much sun, fatigue or constipation. Only when the cause has been determined by the medical staff should the symptom be treated. It is appalling to note how many pain-killers, tranquilizers, energizers and diet pills are gobbled up without medical advice. The trend towards Do-It-Yourself in matters related to health should be discouraged most vigorously. Campers and counsellors should, again, be instructed not to treat cuts, blisters, burns or scalds, remove slivers or remove foreign bodies from the eye. A minor skin abrasion can flare into a nasty infection. The medical staff is employed to perform these duties, and the responsibility rests with them.

Diet

In some instances parents hope that during their stay at camp campers' eating habits will improve. Counsellors can go far in encouraging them by setting a good example in eating full meals themselves. If they eat "something of everything" that comes to the table, campers will follow suit; and this should not be too unpleasant, camp food being the good food it usually is. If counsellors complain and become choosey, campers will too. It should be made quite clear to them, also, that self-imposed diets can be as harmful to themselves as they are to the needs and development of growing children.

On the other hand, information and recommendations concerning food allergies, metabolic conditions or the desirability of weight control made by the family doctor on the camper's health form come under the supervision of the medical staff. Counsellors should be given the particulars, if any such conditions exist, and they should keep

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a close check on the camper at meal time, snack time and on out-trips.

Out of Camp

It is the duty of medical staff to adequately train counsellors who are to be in charge of campers away from camp on canoe trips, hikes or cook-outs. Staff must know something of basic first aid, and have a knowledge of the steps to take in any conceivable emergency.

All trips away from the camp site must be equipped with a First Aid Kit. Before the trip leaves, the counsellor in charge must receive instruction on the use of its contents. It must be in the hands of one counsellor on the trip, and easily available on top of one specific pack at all times. The counsellor returns it to the Infirmary at once at the end of the trip to be cleaned and replenished.

Warmth and Comfort

It is hoped that in preparing the child for camp, the director has made it quite clear that Thongs are forbidden for camp use at any time. Counsellors should understand that this type of inadequate footwear has been responsible for serious accidents, sprained and broken ankles and severely stubbed and cut toes, through many a trip and fall. Counsellors should be asked to supervise campers to see that proper shoes or sneakers are worn at all times.

If the child should arrive at camp without a sturdy raincoat and hat, sun hat, rubber boots, sufficient warm clothing or an inadequate supply of wool blankets, the counsellor should be alert enough to notify the director, so that the forgotten items can be requested from home by the next mail.

It is vitally important that campers be warm all through the night. The director can ask his counsellors to see that campers sleep in socks and a sweater over pyjamas if there is any possibility of dampness or a drop in

temperature. Many lists of Suggested Items now include a hot water bottle for very cold nights.

There is much to be said in favour of the counsellor being aware of the Health Department rules and regulations. The following are excellent topics for discussion groups in pre-camp:

- The use of Halizone Tablets or Chlorination Kits.
- The proper storage of foods, so that consumption of contaminated sandwich fillings, creamed foods and other left-overs on out-trips can be avoided.
- Sanitary dishwashing procedures.
- Disposal of garbage.
- Reasons for frequent washing of hands.

In placing a portable roll-up type stretcher at a central point of camp, say the waterfront, an emergency could be handled without unnecessary delay. Instruction should be provided and a quick drill routine organized.

Staff requirements include:

- A pre-camp medical and dental check-up, including immunization.
- A full supply of needs for camp—flashlights, batteries, kleenex, sanitary supplies, sleeping bag, raincoat, blankets.
- Many of these items are borrowed without permission from the campers, a habit which should be discouraged since it causes annoyance and loss of respect on the part of the campers.

Good Example

We have said that counsellors can influence positively through their own good example, and must know that a "do as I say, not as I do" approach contributes directly to failure in discipline and co-operation. It is essential that staff members practice good grooming, even in the relaxed atmosphere of camp, by regular washing,

turn to page 120

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from page 102

At a boys' camp they were having a barbecue in honour of Father and Son Week-end. Two boys who had proudly displayed the camp to their father were in the crowd gathered about the barbecue eagerly awaiting dinner. A large pig was being slowly roasted on a spit and the smell had been tantalizing the hungry crowd for some hours. That is, all except one of the brothers who had been heard to say at fifteen-minute intervals most of the day, "I'm not having any of that old dead pig. Why can't they give us something decent, like hamburgers?"

In due time "that old dead pig" was ready and the younger brother, being more intrepid, or perhaps more ravenous, decided to chance it. Despite his brother's grumbling and protestations, he lined up with his plate. Gingerly he took a mouthful and a beatific smile spread across his face. Then he broke into a run. "Hey Mike," he yelled, "You should try some. It tastes just like meat."

Some nature lovers at a camp in Haliburton had acquired a snapping turtle (don't ask me why) and had made a small cage for it, part on land and part in the water. Campers were electrified one day to see their handicrafts counsellor solemnly stalking up and down the shoreline in about two feet of water, with a dog's lead in her hand. Closer inspection revealed that the leash was attached to the turtle and that it was being taken for a walk "to stretch its legs." "Turtling" instantly took its place in the camp programme and the line formed on the left for the privilege of escorting Turtle on its daily perambulations.

A counsellor at one camp had a group of fairly lazy campers who had elected to go on a cook out. The counsellor discovered to her dismay that she was expected to do most of the work. Staunchly refusing to do so, she taught the kids how to gather firewood, how to light a fire, how to soap a pot, how to cook and how to clean up. It was tough going and lunch did not appear until 3:30. The following week when it was suggested that they go again, the counsellor was more prepared. When the campers had beached their canoes and had had a swim they said plaintively, "What do we do now?" Solemnly unwrapping a parcel she replied, "You can do what you like—I'm planning to eat my lunch." Saying which she started in on the ham sandwiches and doughnuts which the kitchen had thoughtfully provided. Lunch that day was ready by 3:00!

A camp in Quebec decided to plant 500 Scotch pine, one very rainy week in August. Bundles of seedlings having been acquired, campers were assembled and every spade, shovel and trowel of every description was pressed into service. Juniors armed themselves with large spoons from the trip shed. A camper was chosen from each section to be in charge of giving out the tiny trees and to supervise the actual terrain where they were to be planted. Much actively for over an hour! The Seniors, bigger and stronger, naturally finished first. The Intermediates, although having more trees to plant, finished second. It was some time before anyone noticed that the Juniors, who had only 100 trees between them, were taking an interminable time. Observers watched

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from page 97

and the camp reunion is a necessary means towards this end. Informal gatherings at inter-varsity games, at weddings and anniversaries, or several informal Sunday afternoon teas during the year will do much to create the teamwork necessary for a successful summer.

Camp Hospitality

The manner in which ex-staff members are treated if they visit during the summer is an important factor in staff relations. Present staff are quick to sense the difference between a genuine welcome and a brush-off. Regardless of his or her former position at camp an ex-staff member usually has a good reason for a return visit, mostly nostalgic. A genuine welcome goes a long way towards convincing this year's staff that the director is sincere. It should be clearly understood that no liquor is to be brought in by visitors. Any smoking or safety rules applying to staff should be observed by visiting ex-staff and it would seem reasonable that if they are visiting a friend they would not expect the friend to neglect his duties in order to visit with them. Camp policy with regard to counsellors' time off when visitors arrive should be stated in pre-camp sessions. The director must also state clearly the rules about overnight or meal accommodation for visiting counsellors, parents or friends.

The use of the term Director of Programme is becoming obsolete in many camps, and in its place is a much more functional title, Programme Co-ordinator. Good staff relations often depend on the satisfactions derived by the staff from their tasks. The more creative the job, the more involved the person, the more he regards the enterprise with respect. Programme Directors tend to get all the credit without always deserving it. Camp activities provide many opportunities for emergent leadership. Camp fires, Circuses, Final Banquet, Regattas — all afford opportunities for many staff members to head up some programme, chair the planning committee, make announcements, etc. The Programme Co-ordinator functions as a helper, arranges for equipment, meeting places and so on. The spotlight of recognition focuses on many individuals. Future leaders emerge and that Good Feeling dominates the camp.

Contracts

A contract setting out conditions of work, amount of pay and dates of service is an essential camp document. Vague promises and "understandings" have a way of losing any original meaning as the summer develops. There should be no juggling with the terms of a contract. If part of the employee's pay includes free camping for his or her children, such should be stated. Any attempt to avoid income tax by "special arrangements" places the camp and the staff at a disadvantage. Conscientious effort and positive criticism find it difficult to flourish in an atmosphere of dishonesty. Minor altercations are always possible and they are much more difficult to resolve if it is possible for either party to resort to subtle blackmail.

Staff Behaviour

How much freedom of action and behaviour can be left to the discretion of the staff? Some camps are firm and uncompromising with respect to rules about smoking, drinking, hours of retirement and so on. Providing everyone understands and accepts these conditions, misunderstanding can be avoided. If the directors and senior staff fail to observe such rules themselves or if a few of the staff are permitted to get away with infractions, morale suffers. Staff conduct should be related to the aims and objectives of the camp. There should be no compromise about liquor and with our

enlightened knowledge about the harmful effects of cigarette smoking, it is just possible that a staff may want to set up conditions that would help addicts break the habit. Smoking should be confined to areas away from campers and where there is a minimum fire hazard. What to do about staff smoking on canoe trips is a real problem. Sometimes a straight-forward request is much more effective without threat of consequences or punishment.

Any compromise with respect to liquor is fraught with danger. It is no real hardship for anyone engaged in camping to refrain from alcohol in the camp setting. To forbid its use when staff are away from camp on a day off, however, conflicts with our concept of personal freedom. The policy can and should be stated to prevent anyone returning to the camp under the influence of liquor since their co-operation might be required in an emergency. In addition to a statement of such policy on the contract it is a good practice to emphasize this matter in the pre-camp training session and occasionally throughout the summer in staff meetings. Even at the risk of losing the services of an effective staff member it pays in the long run to enforce this policy with dismissal if proof is evident that it is not being observed.

Fatigue

The physical and emotional demands on a staff involved in supervising the activities of children require adequate rest and recreation. This factor is one of the most difficult matters to convey to young staff members. Few camps succeed in solving the problem, either with authoritarian rules or *laissez faire* appeals to reason. Fatigue will set in and morale does lower. A frank realization of this will at least prepare the director to deal with it as it occurs during the summer, and paves the way for a concerted effort for immediate solution. The alert director anticipates fatigue and makes certain the topic appears on the agenda of meetings throughout the summer. Individual counselling of the more obvious offenders is often successful and sometimes an enforced day of rest (to be counted as a day off) seems to be justified. Rules about bed-time don't seem to work since some require less sleep than others. Then, too, there are always those individuals who seem better able to pace themselves than others. The real test is always the ability of the staff member to do his job the following day or days.

The practice now is for the working schedule of each staff member to provide for at least one-half to one day a week free from responsibility and at least two hours every day free from camp duties. This should hold true for the director too. Ask the staff!

Camps are finding that it is necessary to have a policy regarding staff automobiles. Young staff members away from parental guidance sometimes require regulations that will permit them to operate within safe limits. Here again the staff is capable of drawing up realistic rules once the reason is clear. The legal driving age of sixteen is considered too low by many camps. Where the minimum counsellor age is eighteen, many organizations find that it pays to include a statement in the contract to the effect that anyone under the minimum counsellor age should not plan on driving his or her car during the summer.

Snacks

One of the indications of advancing years for the camp director is when he becomes appalled at the amount of food a staff will consume at an evening function. Young people, engaged in healthy outdoor activity develop insatiable appetites. The availability of night food is an important factor in

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staff relations. Denied access to evening snacks, staffs have been known to pilfer, hoard or leave camp for the nearest store. Organized with a view to avoiding waste and not requiring extra working time on the part of the kitchen staff, the fare should be plain and plentiful. Every night of the week is not too often for this to be available.

Staff Supervision

Supervisory conferences have been going on at camp for many years but usually on a hit and miss basis and without clear cut objectives. There are at least five good reasons for scheduling such conferences during the summer with all staff members. In a very large camp the chore will have to be shared and it should be carried out at least twice and more often where the need is obvious. Such supervisory conferences will:

1. Strengthen the co-operative relationship between staff member and camp director.
2. Provide specific help to the counsellor or instructor.
3. Sharpen up the central aims and objectives of the camp.
4. Provide a definite time and setting for looking at the educational process.
5. Provide an opportunity for commendation. (A time for reprimand is usually always found—not so for commendation.)

Before the supervisor can engage the cabin leader or activity instructor in a meaningful discussion of his work, he should plan to make a "supervisory observation". A good beginning is the staff application file and then camper records. Try to see a wide range of activity. Note such factors as the physical setting. What the group has done to enhance or individualize their cabin or environs is often significant. Try to observe inter-personal relationships

—the way group members get along or relate one to the other and what the counsellor does about it. Note his techniques of leadership—how he uses the strengths of group members and provides support when needed. Observe the content of the programme, and when you are satisfied you have really seen this person at work, talk with him about his feelings and your observations.

When a supervisor observes the work of a counsellor or other staff member according to a plan, the following values accrue:

1. He is provided with first hand, objective information about the group and the counsellor's relation to its members.
2. He is able to see the methods employed by the counsellor in action.
3. The experience helps to establish a positive relationship between the supervisor and the counsellor.
4. The supervisor sees conditions as they really are—not as reported.
5. Because of the experience and ability of the supervisor, individual needs of group members can be identified.
6. The experiences gained in these supervisory periods provide concrete material for conferences with the counsellor.
7. The "stuff" of observations assists in evaluating the effectiveness of the camp.
8. Data for determining objectives and content of camp programme for staff meetings comes from such observations. Great care must be taken to avoid embarrassment to staff by pinpointing weaknesses in such sessions.

The process of evaluating staff members may be expected to carry over into an evaluation of the camp and its programme. When this occurs there is reason for the camp director to believe he is succeeding in his aim to develop good teamwork.

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Mention should be made of some old chestnuts that result in good teamwork. Many camps now have mimeographed outlines of the various jobs, which are sent to staff in the late spring. An organization chart which answers the question, "Where do I fit in?" is a useful device. Replacing the old camp leaders' training courses, which are difficult to arrange because of the increased demands on the time of students, is the pre-camp training session on the actual campsite. Here the group tackles problems that apply to their own camp. The discussions are meaningful because everyone knows that in a few days' time the campers will arrive and a job has to be done. A small planning group, meeting early in the spring, might organize the pre-camp training period.

Staff Meetings

Staff meetings have a direct bearing on staff relations. Meetings are primarily for the communication of ideas and information, and in a camp all the information and all the ideas are not the exclusive property of one man. There are two very real problems connected with staff meetings. The first is when to hold them and the second is how to make them purposeful and meaningful. There is no easy solution to either of these problems. While it is desirable to have all the staff present it is inconceivable that campers should be left without supervision. Days off, and canoe trips also prevent a full turn out. In very large camps the staff meet as sections with only the leaders gathering to discuss major camp policy. The other problem concerns the atmosphere of the meeting, and this is dependent upon many factors. The most important ingredient, however, is the attitude of the camp director. The manner in which he responds to suggestions, his philosophy, his knowledge of group work, his sincerity of purpose, all determine the

extent to which the staff will risk themselves in the meeting. If an inexperienced staff person is even slightly ridiculed because his idea is poorly formulated or expressed, if the director expresses impatience, if he vetoes too many group suggestions: his behaviour will prevent the communication of ideas. If the director will bear in mind that his relationship with the staff is likely to be the same as the relationship between individual staff members and the campers, perhaps he will practice the control, humility and regard for others that mark the true leader.

It is generally accepted that no one ever really **owns** a cat. The same is true of a camp. Perhaps this realization needs to be fully understood by the camp director if he hopes to achieve good teamwork and staff relations. While it is true that the director puts his stamp on the camp, the total effect is such a composite that it has to be bigger than one person. Camp is not a property, a group of buildings. It is an experience, a different experience for every camper and every staff member. As long as our camp directors understand they are proprietors of a trust rather than owners of camps, Canadian parents will continue to entrust their children to their care.

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brushing of teeth, wearing of clean clothing, and a simple, neat hair-do, keeping their quarters reasonably tidy, and conforming themselves to the basic rules of health and safety. This includes the wearing of sun hats, the wearing of shoes, dressing according to the weather, keeping reasonable hours, not taking chances or undertaking foolhardy stunts on water or land. Otherwise counsellors cannot expect much respect from their campers, nor can they control their groups. Any child will naturally react with a Why-Should-I-The-Counsellor-Doesn't attitude.

It must be remember, too, that all these rules apply to every person who is in camp, whether maintenance staff, camp members or visiting relatives and friends; *and this includes the Director.* Leadership and example begin at the top, and come down the line through staff to campers.

The camping experience can be a happy and rewarding adventure only if safety and health come first. —●

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not meet the expectations of our cousins in the United States or Eastern Canada, but they will be significant in this Province. The concept has been accepted, the details are still to be determined. Time and understanding should see all our camps agree on good camping practice.

It is hoped that the adoption, by our camps, of unique methods based on our Province's recreational resources will give our camping a different flavour than that found east of the Rocky Mountains. To insure that whatever does develop is well interpreted to the public, the B.C. Camping Association has created a public relations portfolio charged with responsibility for developing a public educational programme. This responsibility, properly executed, may well be a key to the fullest growth of out-door education here.

—●

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Canadian Camping Association Annual Meeting

The Canadian Camping Association held its annual meeting at the Banff School of Fine Arts on February 7th, 1964. All the provincial bodies were represented. Dr. W. D. Smith, the President, was in the chair.

The reports from the provinces were interesting and varied, although all were concerned about camp standards; and almost all about seminars and conferences. Some provincial associations are very active in the number of meetings that they hold, for the total membership, throughout the year.

The Ontario Camping Association sponsored the visits of Jamaican older boys and girls who are expected to give camp leadership in their own country; this had proved most satisfactory.

Dr. Smith reported on the Centenary Journey, and paid the Camping Magazine a compliment. One of the matters of concern is the present constitution of C.C.A. which has not proved workable.

The annual meeting was held in connection with a seminary on leadership. Dr. Hedley Dimock Jr. gave a course of five lectures which were most helpful. About eighty persons were present. —●

HOME-STUDY COURSE IN CAMPING PLANNED

Plans for development of a home-study course in camp direction have been announced by Howard P. Galloway, president of Galloway Publishing Co., and editor and publisher of Camping Magazine. This new service will be offered by the newly-formed Galloway Career Advancement School.

A well-qualified Guiding Faculty has been appointed to assist in development of material for the course, and they are currently planning basic context of lessons and their arrangement into logical learning order. Following this, the School's Curriculum Committee will meet for development of the course syllabus and selection of study materials. After review by the Guiding Faculty, the course will be presented to the New Jersey State Department of Education for approval and licensing of the School. The course will then be made available to anyone wishing to add to his knowledge and ability in camp operation.

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The hopes and heartbreaks, the enthusiasms and fears connected with the discovery and early development of these two areas of Ontario have been settled into one volume, though not in the conventional style of a romantic novel. Miss Murray, an Associate Professor at the Library School, University of Toronto, has spent many years gathering the documents, diaries and personal stories that go into the making of such an accurate and absorbing history. That it is a complete book of reference on the subject, there is no doubt. From the day that Etienne Brule set foot in the area in 1610, as the first European to do so, to the late 1800's, she highlights the districts of Severn, Bala and Parry Sound, Minden, Haliburton and Dorset, Huntsville, Bracebridge and Gravenhurst, as far east as Bancroft, Gooderham, Irondale and Kinmount, as well as outlining the military aspect of the Monck Road. A Baedecker for tourists, an encylopaedia for businessmen, a history and reference book for camp directors and family camping groups, Miss Murray's collection of documents parallels Edith G. Firth's THE TOWN OF YORK, as an important part of the reference shelf in home, office or camp. University of Toronto Press. $5.00.

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to make positive use of them through publications and proper marking of the routes themselves.

The Association feels there are other reasons for advocating such a Centenary Project. It would emphasize the fact that Canadian history extends back several centuries into history and, if authentic means of transportation are used, would commemorate the canoe, the freight canoe, the schooner, the pack train and perhaps the bateau.

Such a Centenary Project would also illustrate, to Canadians and others, the fascination of our geology: the wonderland of lakes and rivers and the extent of so many of our natural resources. It would, of course, provide a real challenge to many citizens in this age of luxury, soft living, lack of care or interest in physical fitness, and tensions. It would give Canadians the opportunity to re-think their position in our modern world and, perhaps, re-evaluate the contributions Canada can make in a period characterized by an exploding population, food shortages, rising totalitarianism, amid a general air of suspicion, selfishness and violence.

Finally, such a project could well develop into a continuing resource for Canadians to develop self-reliance, fitness, proper insight into history and geography and the natural environment of Canada. It would promote understanding of the fact that Canada is a nation built of many parts, each one of which has made its own significant contribution to our common weal — beginning with the Indian and Eskimo and leading to the New Canadian of to-day and tomorrow.

What route would the proposed Centenary Project follow? The Atlantic Provinces, not being part of the historic "water highways" to the west, would have to develop schooner runs or canoe

trips over waters of historic importance but which may not necessarily have been associated with the fur trade.

From the St. Lawrence the route would be the historic one used by Indians, voyageurs and traders alike: beginning at Lachine, ascending the Ottawa and Mattawa rivers, crossing Lake Nipissing, descending the French River, traversing the northern waters of Lakes Huron and Superior. From the site of "Grand Portage" at the head of Lake Superior where the Nor'Westers of the late eighteenth century staged their annual celebrations and completed their trade transactions — they also changed from their big Montreal canoes (canots de maitre to smaller inland canoes (canots du nord)—from this site the route generally follows the International Boundary to Lake of the Woods. The rivers of the prairies, of the British Columbia coast and the Rockies and the MacKenzie in the north west, are all legitimate parts of the all-embracing "voyageurs highway". An excellent reference work is Mr. Eric Morse's "The Routes of the Voyageurs", originally published in the Canadian Geographic Magazine.

How is such a Centenary Project to be carried out? There are several essential steps.

First, setting up provincial committees sponsored by the provincial Camping Associations. Members will also be drawn as well from organizations active in outdoors work, conservation, local history, etc. These committees will be responsible for the selection of the final routes (which must meet properly at provincial borders) and perhaps alternatives that have particular historical significance. After this the task of setting up route markers would have to be arranged and carried out.

Obviously, work would have to start as soon as possible, in order that canoeing teams in each province may set out and actually cover the route or series of routes in their respective regions. At the same time, adequate historical research must be carried out (or located if already available), as well as preparation of markers and publications explaining and illustrating the significance of both markers and routes.

At all times, there must be proper co-ordination and exchange of information between committees sponsored by the Camping Associations and the Committees in each province which have been established to handle Centenary projects within their borders.

At all times, proper advantage must be taken of all publicity possibilities: during the research, during the inspection and selection of routes, during the marker. Every one of these preliminary stages will contain items or elements of interest to daily and weekly newspapers, national consumer magazines, radio and television stations and perhaps networks. The filming possibilities are obvious and where possible every team setting out to inspect or mark a route should be equipped to bring back both still and motion pictures. It may also be possible to interest Canada's National Film Board in producing a documentary film on the subject, or to induce a national business organization to sponsor such a film if made by a private Canadian production company.

It should be emphasized very early in the project that modern means of transportation will be frowned on or actually prohibited. This would apply to outboard engines, particularly on large open stretches of water (e.g. Lake Superior). Wherever possible other community "human resources" should be used: Chambers of Commerce or Boards of Trade will give enthusiastic

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groups, Fielder found that the "leaders" of effective groups had a certain social distance from their followers. Other studies focus on this point and suggest that members who are well accepted by the group, but are slightly aloof in that they don't act like "one of the boys", are the most likely to perform leadership acts. It is not that members will not respect a person with whom they are too familiar, but rather that a "leader" who is too close to his followers finds it hard to reach decisions without being influenced by his feelings. People most effective in inter-personal relations are able to differentiate among members of a group along a variety of personality dimensions. The best basketball captain can describe a comprehensive set of weaknesses and strengths for each team player and does not tend to see several players as "about the same".

Acceptance or popularity in a group seems to be a prerequisite to the successful completion of leadership acts. Sociometric methods for determining acceptance have been rather accurate in predicting degree of leadership. A high sociometric position contributes to leadership by providing individuals with a receptive audience, a channel for influence and communication, and some prestige or power in the eyes of others. Social-economic status is an important factor affecting acceptance in many groups.

In Stogdill's (1957) extensive studies of leadership four factors appeared to effectively describe leader behaviour: consideration; initiation of structure; production emphasis; and sensitivity (social awareness). Showing consideration for other group members accounted for fifty percent of the leadership dimensions. People who identify and respond to the emotional needs are most likely to provide group leadership.

Members who are above average in leadership show more empathy or understanding of others and are also more accurate in ability to judge other members' feelings and opinions on issues relevant to the group.

Research also indicates that the person who does most of the talking is most likely to influence the group and become accepted as a leader providing he doesn't talk so much that he antagonizes the other group members. It is likely that those who emerge as leaders are more vocal and dominant, and push the group toward its goals. They may assume these roles because they are more highly motivated to the group's tasks than other members or they may have greater needs to control the group and exercise power. Certainly, any member who can communicate more frequently or in any way controls communication in the group (such as the discussion chairman) is more likely to be a "leader" than one who does not. Bavelas (1960) has manipulated leadership among members of experimental groups by shifting the channels of communication to flow through various members in order to illustrate this principle.

In summary, then, camps looking for effective leaders for their staff positions would do well to consider the following criteria:

1. normal or above intelligence
2. emotional and social maturity (social sensitivity)
3. ability to observe and discriminate among people
4. competence in personal relationships (shows consideration and initiates structure)
5. empathy and understanding of others feelings and responses
6. ability to communicate openly and freely.

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carefully for a few minutes and were enchanted to discover that the small Junior in charge of the arboretum in Junior camp, deciding that 100 trees was simply not enough, had deployed several of her lieutenants to sneak over to Intermediate and Senior camps and pull up every second tree which the older campers had carefully planted. These were being returned to Junior camp by a circuitous route and triumphantly added to the stockpile.

Directors often lead dull, dreary and uninspired lives at camps—sometimes for days at a time. My thanks to all the zanies who have lightened this gloom so considerably over the years. My hope is that should all these delightful people ever be assembled in one camp that I may have the privilege of directing it!

—•

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Style of Leadership of the Camp Counsellor

Some counsellors encourage campers to share the leadership functions in the group and assume whatever responsibility is within their capacity. Other counsellors tend to dominate the group, give direction for all activities and accept all responsibility for what happens (good and bad). The former is referred to as group-centered or democratic, while the latter is dominant leadership which is basically autocratic.

Countless studies have measured the differences in effect on group behaviour and individual growth of group-centered and dominant leadership. These studies, carried out in children's groups, classrooms, business and industry and in family groups all agree that group-centered leadership is most likely to achieve the desired objectives in these different situations. In specific reference to youth camp groups, group-centered counsellors are most likely to help campers enjoy the experience; develop friendly, co-operative and socially constructive relationships; become more self-reliant and responsible, showing initiative and creativity in new situations; and develop more stable emotional characteristics (less susceptible to character or behaviour disorders). It is also clear that group-centered leaders develop more healthy groups that have a more positive influence on their members than do dominating leaders.

Research has also shown that supervisors (and we can assume that camp directors fit this conclusion) who are group-centered have workers who produce the most, have the highest morale, and the lowest rate of absences and turnover. These supervisors, by co-operating closely with their work group and involving them in decisions which affect them, are also most able to experiment with more effective methods. The implication here is that the leadership orientation of the camp director and senior staff are very important to the morale and work relations of camp. Actions speak louder than words, and their supervisory behaviour may determine more of what their staff do than they suspect. Group-centered leadership cannot flourish in a dominating climate established by the senior staff.

Finally, we can be pretty sure that counsellors who use planned or systematic methods in working with their cabin groups are likely to be more effective than counsellors who operate on impulses of the group. Systematic methods are based on the assumption that a thoughtful analysis of the group's situation (backed up where possible with objective measurements) that leads to some experimental action plan that will be tried out and evaluated is the application of the scientific method to group work.

Let us then add to our previous six criteria of effective camp counsellors the following:

7. ability to share leadership with campers (does not dominate group and make them dependent on him)
8. able to help campers make their own decisions, plan their own programme, etc.
9. can use systematic group work methods and benefit from training and supervision in these methods.

The Tenth Criterion of Effective Camp Leadership

Now there is one very important criterion of effective camp leadership that must be added to complete the list of ten. I have left it 'till last as most of you know very well what it is. It is, of course, knowledge and ability

in camp-related skills. A leader may have all of the above nine criteria but until he has the tenth he is not fully able to utilize his potentialities nor the potentialities of our wonderful camp settings. The would-be camp leader needs a certain minimum repertoire of camp skills—enough to enable him to relax and feel comfortable in a rugged, out-of-doors camp setting and to help campers develop similar competence in a camp setting which leads to security, confidence and recognition. In summary, then, camp staff need to be compatible with camp life and technically competent in camping skills.

10. compatible with camp life and technically competent in camping skills.

Other Camp Research

In the past few years my colleagues and I have done considerable research in identifying characteristics of successful camp and agency leaders (to improve selection), using these characteristics as the focus of training programmes, and then measuring change toward these characteristics.

Out of some fifteen areas of attitude or behaviour we found four that correlated significantly with success on the job. These were group-centered leadership attitudes, non-authoritarian beliefs, flexible as opposed to rigid attitudes, and a friendly or accepting orientation to others. Counsellors who ranked high on these qualities tended to be identified most frequently by senior staff as the best counsellors. Training programmes in camp, in Sir George Williams University classes, and in training laboratories have been conducted focusing on these attitudes and behaviours as training goals. Most of these programmes have significantly modified or developed these characteristics in the desired direction. We now have a fairly extensive body of knowledge on some of the factors in training

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that are most likely to contribute to more effective leadership and are increasingly more able to design leadership development programmes. In any case, we can be relatively certain that these dimensions are not unchangeable —that people can participate in training programmes which will help them change their attitudes and beliefs in order that they may work more effectively in group situations.

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support when the project, as it relates locally, is explained to them. Wherever there are Indian settlements, Indians should be encouraged to participate, especially younger Indians and those who may spend a great part of their lives in cities because of their training and occupations.

At this stage it would be also useful to encourage suggestions as to symbols, provincial s y m b o l s but especially national symbols applying to the project as a whole. A distinctive symbol should appear on each route marker; on all pamphlets, newsletters or other publications; perhaps available as crests and lapel pins.

During the centenary year a master route log will be compiled by the centenary teams. This will be combined with route information previously gathered and with special maps, probably provincial maps, on which the route or routes will be clearly marked. Following the centenary year, such information will be made available to campers as a "kit" or "package" prior to traversing the routes or sections of it.

1967 may seem a long way away. It isn't in view of the work outlined in the foregoing. All available time will be needed for research and travelling over the actual routes for marking purposes. It will, therefore, be necessary to set up your provincial committee at once to set the wheels or organization in motion. —●

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